DOCUMENT RESUME

ED 318 118 EA 021 775

AUTHOR Barnett, Bruce G.; Mueller, Faye L.
TITLE The Long-Term Effects of Inservice Training for Principals.
INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Apr 87
CONTRACT 400-86-0009
NOTE 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; Administrator Effectiveness; *Collegiality; Elementary Secondary Education; Instructional Leadership; Job Performance; *Leadership Responsibility; *Management Development; *Peer Relationship; *Principals; *Social Support Groups
IDENTIFIERS Isolation (Professional); Peer Assisted Leadership Program

ABSTRACT

The literature provide scant evidence that training programs for teachers and administrators have lasting effects on job performance. The study summarized in this paper focuses on principals' perceptions of how their involvement in the Peer-Assisted Leadership (PAL) Program has affected their ongoing actions and attitudes. To determine if PAL's reported short-term effects erode over time, participants were surveyed concerning the program's effects on three domains: (1) leadership and administrative actions; (2) perspectives on their leadership role; and (3) sense of collegiality and group support since being in PAL. Designed to help participants reduce feelings of professional isolation, form collegial support systems, and rethink their leadership roles, the program incorporated two major data collection strategies (shadowing and reflective interviewing) and instructional leadership as a conceptual framework. All 75 principals and vice-principals who participated in PAL over the past 3 years were included in the sample. Data were displayed and analyzed for each of three groups (continuing principals, those who had not participated for 1 year, and those who had not participated for 2 or 3 years). Results revealed that the influence of PAL is most strongly felt by principals who continue to work formally with their original set of peers. Significant differences between the degree of influence scores for principals in the continuing group and the two non-continuing groups occur for all three of the domains. Effects are strongest for continuing principals. Study limitations and implications for further research are discussed. Three figures, three tables and the PAL survey questionnaire are attached. (39 references) (MLH)

ED318118

0/16/89
0/19/89

The Long-Term Effects of Inservice Training for Principals

Bruce G. Barnett
Faye L. Mueller

Far West Laboratory for Educational Research and Development

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Paper presented at the annual conference of the American Educational Research Association, Washington, D.C., April 1987.

This research was supported by a grant from the Office of Educational Research and Improvement, Department of Education, under contract # 400-86-0009. The contents do not necessarily reflect the views or policies of the Office of Educational Research and Improvement or the Department of Education.

EA021775

BEST COPY AVAILABLE

The Long-Term Effects of Inservice Training for Principals

Increasing attention is being paid to the leadership role that principals play in establishing and maintaining a productive school environment for students and teachers. The effective schools research of the 1970s has been a catalyst for identifying the types of instructional leadership actions that principals employ to promote and and sustain positive learning outcomes for students (Brookover and Lezotte, 1977; Edmonds, 1979; Wynne, 1981; Bossert, Dwyer, Rowan and Lee, 1982; Bossert, 1985; Concoran, 1985).

Since the groundswell of interest generated by the effective schools movement, policymakers and educators have begun to provide additional support and training for school administrators. While inservice training opportunities for teachers may still outweigh that provided for administrators (Miller, 1977; Olivero, 1982), there are a growing number of programs in which practicing principals can participate. Besides district-sponsored programs, principals can enroll in activities sponsored by independent principals' centers and academies, state departments of education, state-level professional organizations, and national organizations (e.g., American Association of School Administrators, Association for Supervision and Curriculum Development). In addition, the recently created federal Leadership in Educational Administration Development (LEAD) program is meant to create a network of technical assistance centers across the country whose purpose is to improve the leadership skills of elementary and secondary school administrators (Office of Educational Research and

Improvement, 1986).

Research on Effective Inservice Programs

As these inservice programs have been developed, more attention is being paid to how the training activities and materials conform to principles of effective staff development, adult learning, and change and innovation (e.g., Murphy and Hallinger, in press) and to the effects this training has on school administrators' actions and perceptions (Daresh and LaPlant, 1985). While most of the literature on staff development is based on teacher inservice training, designers of principal training programs are being encouraged to incorporate similar instructional and motivational strategies. For instance, designers of inservice programs are being urged to recognize ways of obtaining district support; to consider how programs meet principals' needs; to create continuous, holistic programs; to provide numerous ways for participants to obtain feedback and support; and to offer reasonable rewards for trainees (Miller, 1977; Berman and McLaughlin, 1978; Pellicer, 1981; Olivero, 1982; Sparks, 1983).

The literature on inservice training programs for teachers has identified two major types of activities that are associated with positive learning outcomes for participants: coaching and peer observation. The notion of coaching has been espoused to assist trainees in transferring skills learned in a workshop setting to the workplace (Joyce and Showers, 1980, 1982; Showers, 1985). This form of coaching is what Garmston (1987) refers to as "technical coaching"; however, he also suggests two additional forms--collegial coaching and challenge coaching--which differ in their intent than technical coaching. Collegial coaching allows a person to analyze his or her

own actions, making self-judgments about the appropriateness of those behaviors; challenge coaching provides teams of people the opportunity to resolve difficulties they are experiencing in the performance of their jobs (Garmston, 1987).

Furthermore, peer observation, even without a formal coaching component, can be a powerful learning tool for people since it allows them to analyze their own behavior while watching someone else and to consider how to incorporate new ideas into their own settings (Berman and McLaughlin, 1976; Sparks, 1983, 1986; Barnett and Long, 1986, Barnett, 1987). Seeing someone else in action is a vivid way to raise a person's thoughts and feelings to a conscious level.

Unfortunately, there are few research findings indicating that staff development programs for teachers or administrators have any measureable impact on their on-the-job behaviors (Pellicer, 1981; Wade, 1984; Daresh and LaPlant, 1985). For example, a recent study investigating the effects of an intensive, four-year program on teacher behavior and student learning illustrates the difficulties of designing and implementing a staff development program that has sustained effects on teachers' classroom behaviors (Hunter, 1986; Porter, 1986; Robbins, 1986; Slavin, 1986; Stallings and Krasavage, 1986; Anderson, 1987; Robbins and Wolfe, 1987; Stallings, 1987).

There also is scant evidence to suggest that training programs for principals have lasting effects on their job performance. For example, in an extensive review of research on inservice training programs for principals, Daresh and LaPlant (1985) found that most programs have some effect on the amount of information principals acquire; however, rarely are school administrators' attitudes or observable behaviors significantly altered. Their review of the

literature also revealed that no data have been collected on the developmental or longitudinal effects of inservice programs on principals' subsequent actions and attitudes.

Purpose of this Study

The study summarized in this paper attempts to provide data on the long-term effects of inservice training programs, a topic ignored in the research literature (Daresh and LaPlant, 1985). In particular, this study focuses on principals' perceptions of how being involved in the Peer-Assisted Leadership (PAL) program has affected their ongoing actions and attitudes. The types of effects we investigated parallel the major outcomes that principals report during their involvement in the training (Barnett, 1985, 1987; Barnett and Long, 1986). Our intent is to determine if the reported short-term effects of PAL continue or erode over time. Therefore, we surveyed participants to see how the program has continued to affect three different domains: (a) their leadership and administrative actions, (b) their perspectives on their leadership role, and (c) their sense of collegiality and group support since being in PAL.

The PAL program has been in operation for three years; therefore, we have been able to collect information from groups principals who continued their association with PAL members and those who discontinued the program after the first year. Specifically, our survey includes principals who have: (a) continued to meet with their original PAL groups, (b) discontinued the program one year ago, and (c) ceased their involvement two or three years ago. By gathering information from PAL participants who fall into these three different categories we are attempting to address these questions:

What are the long-term effects of being involved in PAL on principals' actions, their perspectives on their leadership roles, and the collegial support they receive from their peers?

Are there differences in the long-term effects of the PAL program on principals who have continued to meet with members of their original group and those who have ceased their formal involvement with the group?

Before reporting the methodology used in this study, a brief summary of the goals and training design of PAL will be provided.

The PAL Program

The specific goals of the PAL program are meant to help participants to:

(a) Reduce their sense of isolation from their peers;

(b) Form a collegial support system where new ideas and insights are shared;

(c) Learn and apply new ways to think about their leadership role;

(d) Apply non-evaluative observational and interviewing techniques;

(e) Analyze and reflect on their own and other principals' behaviors; and

(f) Learn how other principals are leading their schools.

To achieve these goals, the program incorporates the two major data collection strategies (shadowing and reflective interviewing) and the conceptual framework of instructional leadership (see Figure 1) derived from our intensive case studies of principals (Dwyer et al., 1983; Dwyer et al., 1985). The program consists of six training sessions plus extensive follow-up activities between sessions. Many of the strategies associated with effective staff development and adult learning are employed, including presenting and modeling theory and skills, furnishing simulated practice, providing opportunities for

collegial coaching, and stressing non-evaluative peer observation and feedback (Berman and McLaughlin, 1976; Miller, 1977; Joyce and Showers, 1980, 1982; Pellicer, 1981; Olivero, 1982; Sparks, 1983, 1986).

Each principal selects a partner to work with throughout the year. Partners shadow (observe) one another, conduct reflective interviews, analyze their growing volumes of data, and synthesize the information into a final written model which is presented at the last meeting. During the training sessions, principals learn the skills for collecting information about their partners and the techniques for identifying the themes and patterns that emerge from analyzing their partners' actions. Between sessions principals apply these skills with their partners. Principals are guided in the collection and analysis of their information by the general framework of instructional leadership (Figure 1) that originated from our previous research. By applying this theoretical framework, PAL differs from many training programs for principals which strictly focus on problem solving (Daresh and LaPlant, 1985). (For a detailed account of the training format and activities used in PAL, see Barnett, 1985, 1987.)

Methodology

Instrumentation. As a result of their PAL training experience participants have mentioned numerous benefits arising from their involvement in the program (Barnett, 1985, 1987). Based on this feedback, we chose to investigate participants' perceptions of the ongoing effects of PAL in three domains. These domains include principals': (a) administrative actions, (b) perspectives on their leadership role, and (c) collegial involvement with members of the

original PAL group. Issues related to each of these domains were captured in a questionnaire (see Appendix A). Each domain was covered on a separate page of the questionnaire, focusing on three parts. These parts are briefly described below:

Part 1. Participants were asked to circle a number (1-4) indicating their level of agreement with six statements covering the domain. A one represented **strong agreement** with the statement; a two signified **agreement**; a three equaled **disagreement**; and a four indicated **strong diagreement.**

Part 2. Principals were asked to list any additional actions or thoughts that were not specifically mentioned in the six items comprising Part 1.

Part 3. Respondents were asked to circle a number (1-4) to represent the overall degree to which PAL had influenced their subsequent thoughts or behaviors for that domain. A one indicated PAL has had a **strong influence** on principals; a two signified **moderate influence**; a three meant **little influence**; and a four equaled **no influence.** Principals also were given the chance to supply reasons for their selections.

Sample. All 75 of the principals and vice-principals who have participated in PAL over the past three years were included in the sample. These school administrators constitute six different groups that were conducted in California, Utah, and Arizona. For purposes of our analysis, we have separated these six groups into three categories: (a) two groups that participated in the program two or three years ago and continued to meet with their original members and Far West Laboratory staff, (b) two groups that were involved in the program one year ago, and (c) two groups that have been away from the

program for two or three years. Neither of the groups included in the last two categories continued to meet as a group.

The two groups of principals that continued to meet with FWL staff are from the same district. Rather than continuing to shadow, interview, and construct models of other principals' leadership behavior, these principals have elected to meet periodically with their peers to explore ways to deal with common problems they face as school administrators. (Until this year these groups met separately; however, they have now merged into one group that meets approximately six times per year.) Our role in dealing with these principals has changed from training them in how to collect, analyze, and synthesize information about their partners to facilitating group discussions and assisting participants in deciding on next steps to take in putting ideas into practice.

Table 1 provides background information about each of the three subgroups of interest in this study: continuing, one year ago, and two or three years ago. The table also lists information for the two groups that comprise each subgroup (e.g., A-1 and A-2 = continuing group). As the table shows, each subgroup represents a similar number of principals. Because of the predominance of elementary principals that participated in PAL, our sample is heavily weighted with school administrators at this level; however, a small portion of the sample includes principals and vice-principals from junior, middle, or high schools.

The questionnaire, specific directions about its completion, and return envelopes were mailed to all 75 previous PAL participants. A second set of the same materials, including another copy of the

questionnaire was sent to all participants who did not respond to the first mailing. Overall, 62 questionnaires were returned for a return rate of 82%. Comparable return levels were evident for principals in each of the three subgroups. The actual return rates were as follows: (a) 84% for the continuing group, (b) 82% for the one year ago group, and (c) 80% for the two or three years ago group.

Results

As stated earlier, the purpose of this study is to investigate the lasting effects that the PAL program has had on principals since their involvement. To examine this question, the results of the data collected from the questionnaire (see Appendix A) will be reported.

Questionnaire results for each domain are reported in Tables 2-4. Table 2, for example, summarizes information for two components of the questionnaire dealing with the administrative action domain: (1) the sum of principals' agreement ratings for the six items asking about specific administrative actions (Part 1 of the questionnaire) and (2) the overall degree of influence PAL has had on principals' administrative actions (Part 3 of the questionnaire). Note that for each of these components, the lower the score, the greater the influence PAL has had on principals. Data are arrayed for each of the these three groups: **(A) Continuing**--principals who continued meeting with their original PAL group, **(B) 1 year ago**--one year has passed since they participated, and **(C) 2-3 years ago**--two or three years have passed since they were involved.

For each of these two components, Table 2 lists the number of respondents from each of the three groups, the means and standard deviations of their scores, F values from an analysis of variance, and

any significant Scheffe post-hoc comparisons between groups. In addition, Pearson correlations between each group's scores for the two components are listed in the last column. Table 3 lists similar statistics for the leadership role domain while Table 4 summarizes these data for the collegial support domain.

The first set of analyses focus on the data **within** each domain as reported in Tables 2-4, followed by an examination of the results **across** each of the three domains. Turning first to the data displayed in Table 2, principals from all three groups indicate that their PAL experiences have influenced their subsequent actions. For the agreement rating component, the mean scores for all groups are below 12. (A mean score of 12 or below would indicate that, on the average, principals agree that PAL has continued to influence specific administrative actions.) However, none of the groups' agreement rating scores are significantly different.

The degree of influence scores--which range from 1.41 to 2.05--also suggest that PAL has influenced participants' subsequent administrative actions. (A mean score of 2 or less indicates that PAL has had a moderate to strong influence on principals' actions.) For this component there are statistically significant differences between the scores for the continuing group and both of the two non-continuing groups.

Examination of the open-ended responses of participants suggests differences in the reasons attributed to the ratings given by principals in continuing and non-continuing groups. For example, principals in the continuing group tend to mention that sharing, validation, and cooperation have provided an impetus for them to change. Typical comments include:

"We have built a supportive network with each other. [We are] now sharing many ideas in our interactions with each other [as a result] of PAL."

"Peer interaction has provided [me with] strong support by validating my own techniques and actions."

Non-continuing group members' responses differ since they indicate that PAL has allowed them to develop and transfer specific skills learned in the program. As two non-continuing principals said:

"I developed new skills in observation and verbal interaction with others."

The program caused me . . . to transfer the PAL model to my everyday actions as a principal."

Finally, each groups' ratings for the two administrative action components are highly correlated for each group, indicating that the more principals agreed that they engaged in the specific actions listed in the questionnaire, the greater degree of influence the program has had on them.

Table 3 summarizes principals' responses to how PAL has continued to affect their subsequent perspectives on their leadership roles as principals. In general, all groups agree that PAL has had an impact on these perspectives. (A mean score of 12 or below would indicate, on the average, that respondents agree that PAL has continued to affect certain aspects of their leadership roles.) The one year ago group reports less influence than either the continuing group or the two-three years ago group. Their agreement rating is 13.21 as compared to 10.46 for the continuing group and 11.86 for the two-three years ago group; however, the only statistical difference is between the continuing group and the one year ago group.

Likewise, the one year ago group also reports higher scores on

the degree of influence component (thus indicating less overall effect) than either of the other two groups. For this component, the continuing group reports significantly greater overall influence than either of the other two groups. No clear differences in the reasons for their selections were given by continuing or non-continuing principals. Both groups tend to mention that the validation and support provided by PAL is responsible for influencing their perspectives about their leadership roles.

Once again, the correlations between scores for the two leadership perspective components indicate that the greater the agreement rating, the greater overall influence the program has had on principals' subsequent perspectives of their leadership roles.

Responses to the degree of ongoing collegial support experienced by principals are summarized in Table 4. The trend is a bit different than for the previous two domains. While there is evidence that all groups have been influenced since their involvement in PAL, the two-three year ago group reports the least amount of lasting effect. Their mean scores for both the agreement rating and degree of influence components are higher than the other groups, suggesting a greater amount of disagreement with specific statements in the questionnaire and less overall influence of the program on the collegial support they have experienced. Not surprisingly, the continuing group reports the greatest impact of PAL on their ongoing collegiality; statistically significant differences for both components of the collegial support domain occur between the continuing group and the other two groups. Respondents from the continuing group mention that group support, trust, and close relationships are responsible for fostering their collegial support.

Non-continuing principals indicate that they either already had a collegial support system in place or that they had not been able to continue the associations they developed previously with their peers.

As was the pattern for correlations reported for the previous two domains, data for the collegial support domain suggest that for all groups--especially the continuing group--the greater the agreement with the specific statements in the questionnaire associated with collegial support, the greater degree of overall influence the program has had on principals' collegial relationships with members of their original groups.

The foregoing analyses suggest **within** each of three domains there are differences between groups with respect to how PAL has continued to affect their actions or perspectives. We now turn our attention to similarities and differences between these groups of principals **across** the three domains of interest. To facilitate these comparisons, Figures 2 and 3 provide visual representations of the mean scores reported in Tables 2-4. Figure 2 presents mean scores for the agreement rating component; Figure 3 displays means for the degree of influence component.

Examination of Figure 2 reveals that the mean values of each group's agreement ratings are higher for the leadership role domain than for the administrative actions domain. (Recall that the lower the absolute score, the greater the impact PAL has had on principals.) This suggests there are more lasting effects of the program on principals' actions as compared to their perspectives about their leadership roles, even when principals continue meeting with members of the original group.

The pattern for the collegial support ratings, however, differs for each group. For example, the continuing group reports a greater effect on this domain than for the other two; the one year ago group reports an effect similar to that for administrative actions, but greater than for leadership perspectives; and the two-three years ago group indicates less effect than for either of the two other domains. Taken together, these collegial support ratings indicate: (a) continued involvement with the original group sustains strong collegial interaction and (b) the longer principals have been away from the program, the greater the erosion of their collegial support network.

Figure 3 shows group mean scores for the degree of influence component for each of the three domains. (Once again, the lower the absolute scores, the greater the degree of influence that PAL has on respondents.) These findings parallel those reported earlier in Figure 2. Given the high correlations reported between the two components within each domain (see Tables 2-4), these similar trends are not surprising. In summary, this figure indicates that principals' administrative actions are apt to be influenced to a greater degree than their leadership perspectives and the longer principals have been away from PAL, the less impact the program has on the collegial support they experience with members of the original group.

Discussion

The results of this study indicate that PAL has lasting effects on principals regardless of whether they continue meeting with members of their original PAL groups or not. Even when two or three years

have passed since they participated, principals report that the PAL experience is still having an impact on their actions and attitudes.

Understandably, the effects are strongest for principals who continue to meet regularly with members of their original group, especially in terms of the collegial support they experience as they engage in collaborative problem solving. These long-time participants may be experiencing what Bentzen (1974) describes as "peer group strategy" which suggests that workshop participants enjoy working on problems of mutual interest and realizing that they have the resources to solve their own problems.

The positive influence on principals who choose not to continue the PAL process may be understood by examining the training activities used in the program. For example, principals in PAL have numerous opportunities to observe one another, receive feedback about their actions, and practice new skills. These strategies have been identified by Wade (1984) as having strong effects on teachers' learning and behavior change. In addition, principals in this study indicate that the strong bonds of trust, sharing, and mutual understanding that they experienced in PAL are responsible for the program's continued effect on them. While suggestions have been made that providing a safe atmosphere where workshop participants can learn and adapt new skills, conduct peer observations, and collaborate with their peers can benefit participants' learning outcomes (Sparks, 1983, 1986), this study indicates that these features also may be responsible for affecting principals' actions and perceptions long after the training itself.

These data also reveal differences in the lasting effects of PAL on the three domains of interest: administrative actions, leadership

roles, and collegial support. For all the groups, we found that principals' perspectives on their leadership roles are less likely to be affected over time than their administrative actions. This finding may not be too surprising considering the training activities employed and the nature of the role of the principalship. PAL focuses attention on principals' actions. For instance, a great deal of emphasis is placed on shadowing and reflective interviewing strategies, actions that principals are asked to constantly apply as they work with their partners throughout the year. Many principals that do not continue meeting with their original groups stress that PAL is useful in terms of their skill development, especially in adding new observational and interviewing techniques in their repertoire of behaviors.

The opportunity to see others in action and to reflect on their own actions as presented through someone else's eyes, not only raises principals' awareness of their own behaviors but also provides vivid examples of ways to handle common, everyday dilemmas they face. Thus, to observe and be observed are powerful ways for principals to examine the appropriateness of their behaviors (Berman and McLaughlin, 1976; Sparks, 1983, 1986).

Furthermore, the nature of principals' work, which is marked by numerous, brief and fragmented interactions, may make it difficult for them to see patterns in their actions or to focus on their overall influence as school leaders (Peterson, 1985). Although PAL activities are tailored to assist principals in examining their leadership roles by having them use our general framework of instructional leadership, conduct shadows and reflective interviews, and construct leadership

models, the PAL experience may not allow sufficient time to affect principals' long-term perspectives of their roles as school leaders. Close examination of principals' responses to the six questionnaire agreement rating items defining the leadership role domain (see Appendix A) reveals that the time spent with PAL members may be a critical factor in influencing principals' perspectives. For example, the continuing group is much more conscious of the consequences of their actions than the one year ago or the two-three years ago groups. Perhaps the PAL program does not provide adequate time for principals to internalize new ways of thinking about their roles or to raise their consciousness about the consequences of their actions.

Another trend emerging from these data is that the influence of PAL on principals' ongoing collegial support is quite strong; however, this effect seems to diminish the longer principals have been away from the program. Those who continue meeting with their original group have a built-in structure for reducing their isolation and for allowing joint problem solving and collegial interaction to occur. Although many principals intend to continue interacting with their partners and/or other PAL participants after the program is over, few find the time or structure required for such interactions to occur. Many of those principals who choose not to continue meeting with their original groups remark that their sense of collegial support diminishes since they do not have a structured way for ongoing communication and interaction to take place. This suggests that the bond of trust and collegial closeness that is generated during PAL is not sufficient to keep participants involved in a meaningful way with their colleagues without some agreements about who will take responsibility for convening the group or making logistical

arrangements for the meeting facilities.

A major purpose of this study was to explore the differences between groups of principals who have continued or terminated their involvement in PAL over the past several years. Several patterns emerge from our survey data. First, the responses indicate that the influence of PAL is most strongly felt by principals who continue to work formally with their original set of peers. Significant differences between the degree of influence scores for principals in the continuing group and the two non-continuing groups occur for all three of the domains. The continuing group still reaps the benefits of their initial PAL experience, even though they do not shadow and interview one another or build leadership models. They feel that the continued support they experience provides a mechanism for learning, changing, and growing as school administrators.

Second, when principals were asked to react to how PAL has influenced their **specific** actions, thoughts, and feelings (i.e., the agreement rating component of the questionnaire), clear differences do not always surface between groups that continue and those that do not. For instance, no differences appear between groups for administrative actions, moderate differences for leadership role, and strong differences for collegial support. This suggests that deteriorations of the effects of PAL are least for actions, moderate for leadership roles, and substantial for collegial support. As mentioned earlier, the types of activities incorporated in PAL and the nature of the principalship (e.g., fragmented actions and isolation from peers) may account for these differences.

Limitations of the study. While the results of this study are

encouraging regarding how PAL has continued to affect principals' thoughts and actions, there are certain limitations that must be considered. First, these results cannot be generalized to other types of inservice training for principals since this survey dealt specifically with the effects of a single training program. The questions we asked are only relevant to characteristics of PAL and are not appropriate for principals involved in other inservice training programs.

Second, this study only sampled principals' perceptions of how PAL has affected them, and did not gather any observational data. The perceptual nature of this study limits the extent to which we can draw strong conclusions about how principals' behaviors actually changed. This propensity to use questionnaire data to study training effects has been noted by Daresh and LaPlant (1985). Finally, the positive perceptions of respondents might be attributed to their reluctance to criticize a program in which they devoted so much time and energy. To maintain the program does nothing for them, is to admit it was a waste of their time.

Implications for future study. The limited scope of this study does suggest a future research agenda dealing with the long-term effects of inservice training programs for principals. Using additional data collection methods, including observations, interviews, and document analysis (McCall and Simmons, 1969; Bridges, 1982; Daresh and LaPlant, 1985), would guard against obtaining purely perceptual information. Cross-program comparisons could be examined by surveying principals who have participated in similar types of programs (e.g., PAL and the I/D/E/A Principals' Inservice Program [LaPlant, in press]) to determine the lasting effects of these

programs on principals' subsequent thoughts, feelings, and behaviors. Such a comparative study might uncover the relative strengths, weaknesses, and areas of complementarity associated with inservice training programs that stress collegial problem solving for school administrators.

Furthermore, the three domains of interest in this study--administrative actions, leadership role, and collegial support--constitute conceptual areas to investigate in future studies of this type. While the domains identified in this study emerged from the comments of participants who participated in PAL over the past three years, these areas could be useful starting points for considering additional domains. In effect, these domains might be refined and/or expanded based on theoretical conceptualizations of adult learning and motivation as well as on the outcomes associated with effective staff development.

Undoubtedly, studies of the lasting effects of inservice training programs would be complicated by the problems associated with incorporating longitudinal research designs. However, longitudinal designs might be a viable alternative to what Daresh and LaPlant (1985) believe to be "the simplistic evaluation models that have been seen so often in current research" (p. 42). Our belief is that these designs are critical in determining how inservice training programs for principals can help them to understand their roles and actions as school leaders and to increase their commitment to professional development.

References

Anderson, L. W. (1987). Staff development and instructional improvement. Educational Leadership, 44, 64-65.

Barnett, B. G. (1985). Peer-assisted leadership: Using research to improve practice. The Urban Review, 17, 47-64.

Barnett, B. G. (1987). Using reflection as a professional growth activity. In Greenfield, W. D. (Ed.) Instructional leadership: Concepts, issues, controversies. Newton, MA: Allyn and Bacon.

Barnett, B. & Long, C. (1986). Peer-assisted leadership: Principals learning from one another. Phi Delta Kappan, 67, 672-675.

Bentzen, M. (1974). Changing schools: The magic feather principle. New York: McGraw-Hill.

Berman, P. & McLaughlin, M. (1978). Federal programs supporting educational change, volume VIII: Implementing and sustaining innovations. Santa Monica, CA: The Rand Corporation.

Berman, P. & McLaughlin, M. (1976). Implementation of educational innovations. Educational Forum II, 347-370.

Bossert, S. T. (1985). Effective elementary schools. In Kyle, R. M. J. (Ed.) Reaching for excellence: An effective schools sourcebook. Washington, DC: National Institute of Education.

Bossert, S. T., Dwyer, D. C., Rowan, B., and Lee, G. V. (1982). The instructional management role of the principal. Educational Administration Quarterly, 18, 34-64.

Bridges, E. M. (1982). Research on the school administrator: The state of the art, 1967-1980. Educational Administration Quarterly, 18, 12-33.

Brookover, W. B. & Lezotte, L. (1977). Schools can make a difference. East Lansing, MI: Michigan State University.

Concoran, T. B. (1985). Effective secondary schools. In Kyle, R. M. J. (Ed.) Reaching for excellence: An effective schools sourcebook. Washington, DC: National Institute of Education.

Daresh, J. C. & LaPlant, J. C. (1985). Developing a research agenda for administrator inservice. Journal of Research and Development in Education, 18, 39-43.

Dwyer, D. C., Lee, G. V., Barnett, B. G., Filby, N. N., Rowan, B. and Kojimoto, C. (1985). Understanding the principal's contribution to instruction: Seven principals, seven stories. San Francisco: Far West Laboratory for Educational Research and Development.

Dwyer, D. C., Lee, G. V., Rowan, B. and Bossert, S. (1983). Five principals in action: Perspectives on instructional management. San Francisco: Far West Laboratory for Educational Research and Development.

Edmonds, R. (1979). Some schools work and more can. Social Policy, 9, 28-32.

Joyce, B. & Showers, B. (1980). Improving inservice training: The messages of research. Educational Leadership, 37, 379-385.

Joyce, B. & Showers, B. (1982). The coaching of teaching. Educational Leadership, 40, 4-10.

Garmston, R. J. (1987). How administrators support peer coaching. Educational Leadership, 44, 18-26.

Hunter, M. (1986). Comments on the Napa County, California, follow-through project. The Elementary School Journal, 87, 173-179.

LaPlant, J. C. (in press). Facilitating principals' collegial support groups as a means of professional development and school improvement. In Murphy, J. & Hallinger, P. (Eds.) Approaches to administrative training. New York: SUNY Press.

McCall, G. J. & Simmons, J. L. (1969). Issues in participant observation: A text and reader. Reading, MA: Addison-Wesley.

Miller, W. C. (1977). What's wrong with inservice education? It's topless! Educational Leadership, 35, 31-34.

Murphy, J. & Hallinger, P. (in press). Approaches to administrative training. New York: SUNY Press.

Office of Educational Research and Improvement (1986). Leadership in educational administration development (LEAD) program. Washington, DC: OERI.

Olivero, J. L. (1982). Principals and their inservice needs. Educational Leadership, 39, 340-344.

Peterson, K. D. (1985). Obstacles to learning from experience and principal training. The Urban Review, 17, 189-200.

Pellicer, L. O. (1981). Effective staff development programs for administrators. The Clearing House, 54, 304-307.

Porter, A. C. (1986). From research on teaching to staff development: A difficult step. The Elementary School Journal, 87, 159-164.

Robbins, P. (1986). The Napa-Vacaville follow-through project: Qualitative outcomes, related procedures, and implications for practice. The Elementary School Journal, 87, 139-157.

Robbins, P. & Wolfe, P. (1987). Reflections on a Hunter-based staff development project. Educational Leadership, 44, 56-61.

Showers, B. (1985). Teachers coaching teachers. Educational leadership, 42, 43-48.

Slavin, R. E. (1986). The Napa evaluation of Madeline Hunter's ITIP: A difficult step. The Elementary School Journal, 87, 165-171.

Sparks, G. M. (1983). Synthesis of research on staff development for effective teaching. Educational Leadership, 41, 65-72.

Sparks, G. M. (1986). The effectiveness of alternative training activities in changing teaching practices. American Educational Research Journal, 23, 217-225.

Stallings, J. (1987). For whom and how long is the Hunter-based model appropriate? A response to Robbins and Wolfe. Educational Leadership, 44, 62-63.

Stallings, J. & Krasavage, E. M. (1986). Program implementation and student achievement in a four-year Madeline Hunter follow-through project. The Elementary School Journal, 87, 117-138.

Wade, R. K. (1984). What makes a difference in inservice teacher education? A meta-analysis of research. Educational Leadership, 42, 48-54.

Wynne, E. A. (1981). Looking at good schools. Phi Delta Kappan, 62, 371-381.

Appendix A: Questionnaire distributed to all previous PAL participants

Administrative Actions

Part 1: Read each item and circle the number that best represents your feelings about how being involved in PAL has been responsible for **influencing your subsequent actions as an administrator.**

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
As a result of being in PAL:				
I am more likely to try new approaches when solving problems.	1	2	3	4
I am more likely to incorporate nonevaluative shadowing techniques in my observations of staff.	1	2	3	4
I am more likely to use reflective interviewing strategies in working with staff, parents, or students.	1	2	3	4
I am more likely to have staff members observe and/or provide feedback to one another.	1	2	3	4
I am more likely to shadow another administrator.	1	2	3	4
I am more likely to reflect on my actions.	1	2	3	4

Part 2: Besides the behaviors listed in Part 1, list any additional actions you have taken as a result of participating in PAL. _____

_____

_____

Part 3: Please rate your overall impression of how being in PAL has influenced your subsequent actions as an administrator by circling the number that best represents your feeling.

Strong Influence	Moderate Influence	Little Influence	No Influence
1	2	3	4

Why do you feel this way? _____

_____

_____

Perspectives on Leadership Role

Part 1: Read each item and circle the number that best represents your feelings about how being involved in PAL has been responsible for **influencing your subsequent perspectives of your leadership role.**

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
As a result of being in PAL:				
I am more conscious of the consequences of my leadership actions.	1	2	3	4
I feel I manage my time more effectively.	1	2	3	4
I am more confident in my ability as an administrator.	1	2	3	4
I am more capable of assessing goals and objectives.	1	2	3	4
I feel less isolated from my peers.	1	2	3	4
I feel the General Framework of Leadership gives me a clearer understanding of my leadership role.	1	2	3	4

Part 2: Besides the perspectives about leadership listed in Part 1, list any additional ways that participating in PAL has affected your views about your leadership role. _____

_____

_____

Part 3: Please rate your overall impression of how being in PAL has influenced your perceptions of your leadership role by circling the number that best represents your feeling.

Strong Influence	Moderate Influence	Little Influence	No Influence
1	2	3	4

Why do you feel this way? _____

_____

_____

Collegiality and Support

Part 1: Read each item and circle the number that best represents your feelings about how being involved in PAL has been responsible for **influencing your subsequent involvement with members of the orginal PAL group.**

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
As a result of being in PAL:				
I am more likely to visit my partner at his/her job site.	1	2	3	4
I am more likely to plan a project with members of the original group.	1	2	3	4
I am more likely to inform members of the original group about a program or practice that I am using.	1	2	3	4
I am more likely to call upon members of the orginal group for assistance.	1	2	3	4
I am more likely to meet with or visit members of the original group.	1	2	3	4
I am more likely to work with members of the original group to influence district policies or procedures.	1	2	3	4

Part 2: Besides the interactions with members of the original group listed in Part 1, list any additional ways that participating in PAL has affected your involvement with your colleagues. _____

_____

_____

Part 3: Please rate your overall impression of how being in PAL has influenced the degree of collegiality and support you experience with your peers by circling the number that best represents your feeling.

Strong Influence	Moderate Influence	Minimal Influence	No Influence
1	2	3	4

Why do you feel this way? _____

_____

_____

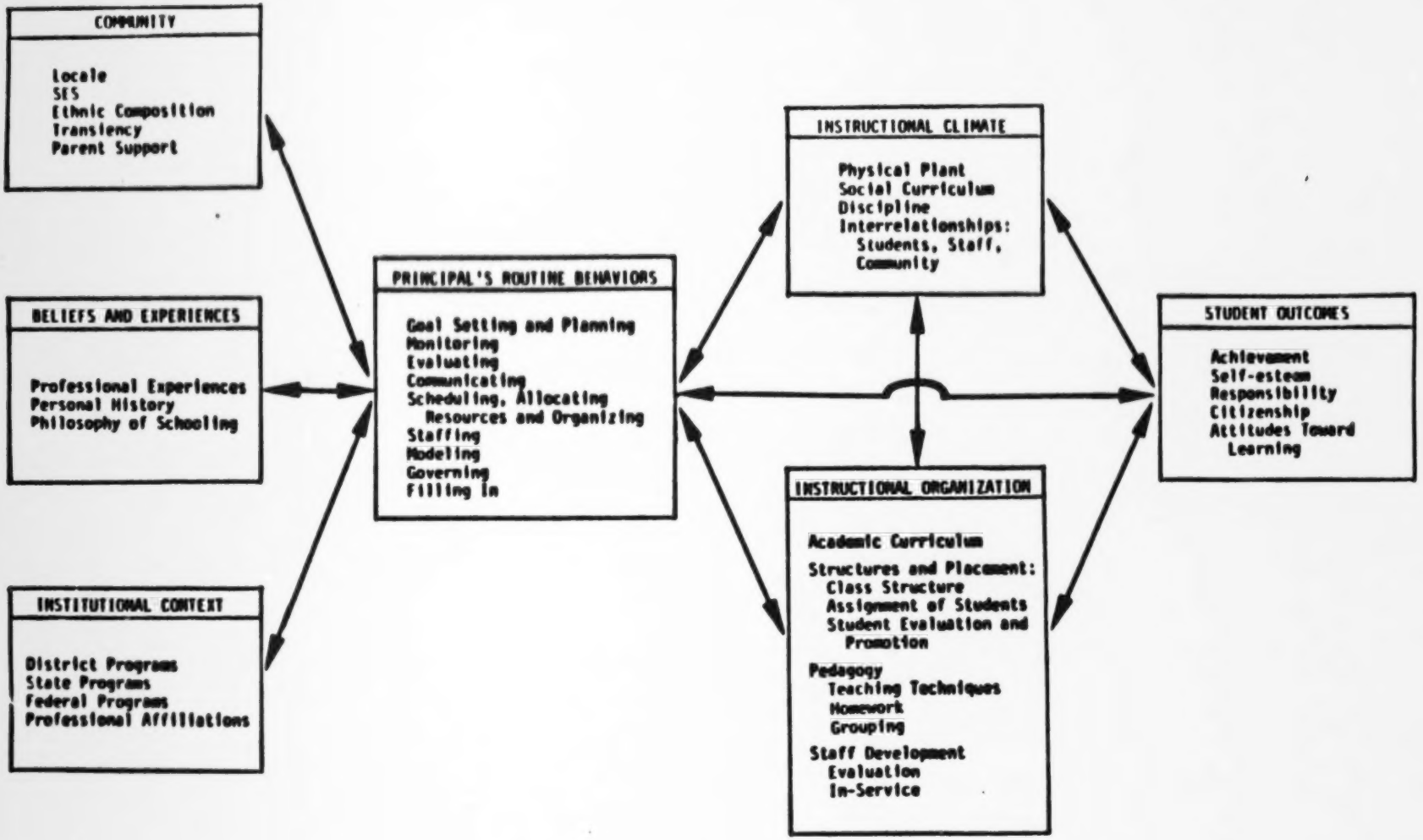

Figure 1. Framework of instructional leadership

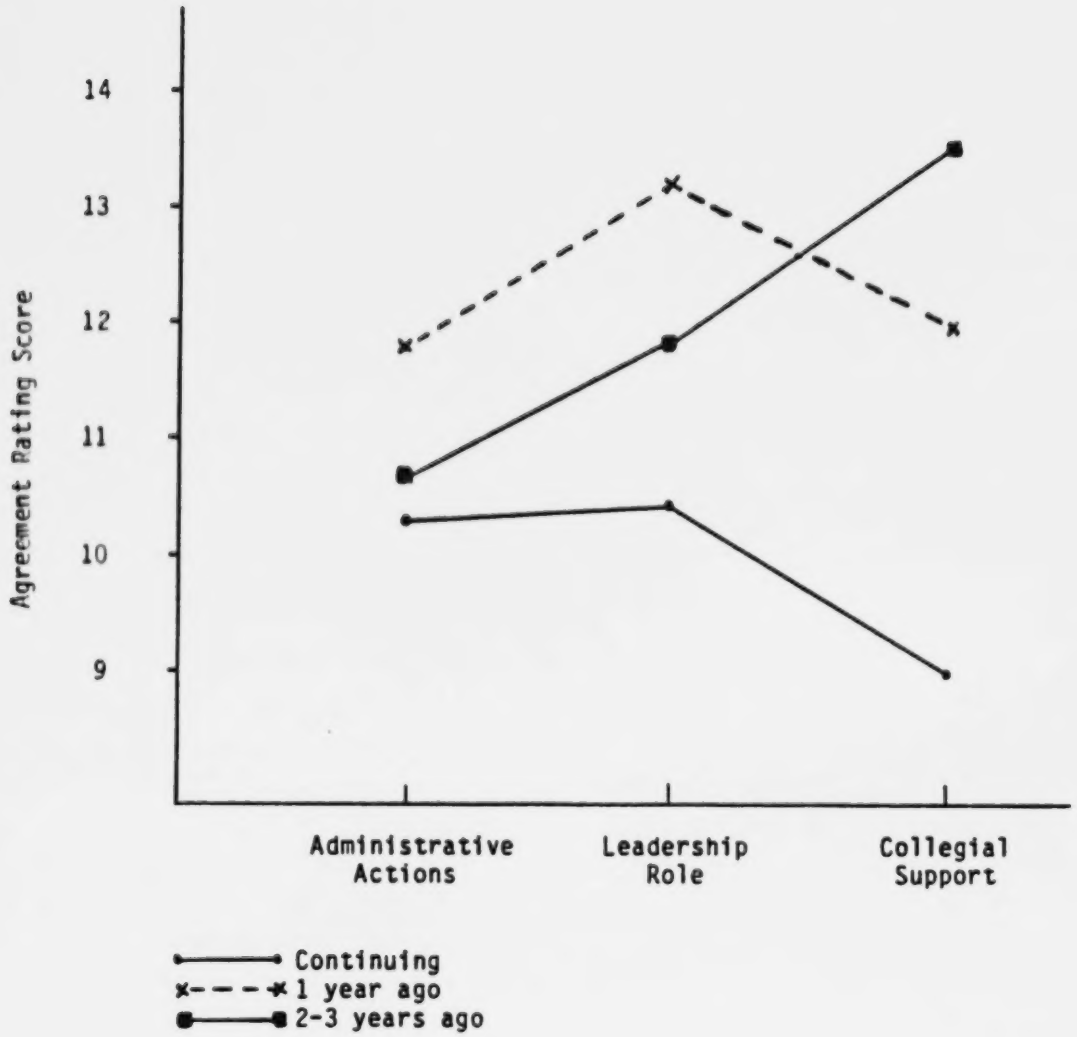

Figure 2. Each group's agreement rating scores for the three domains

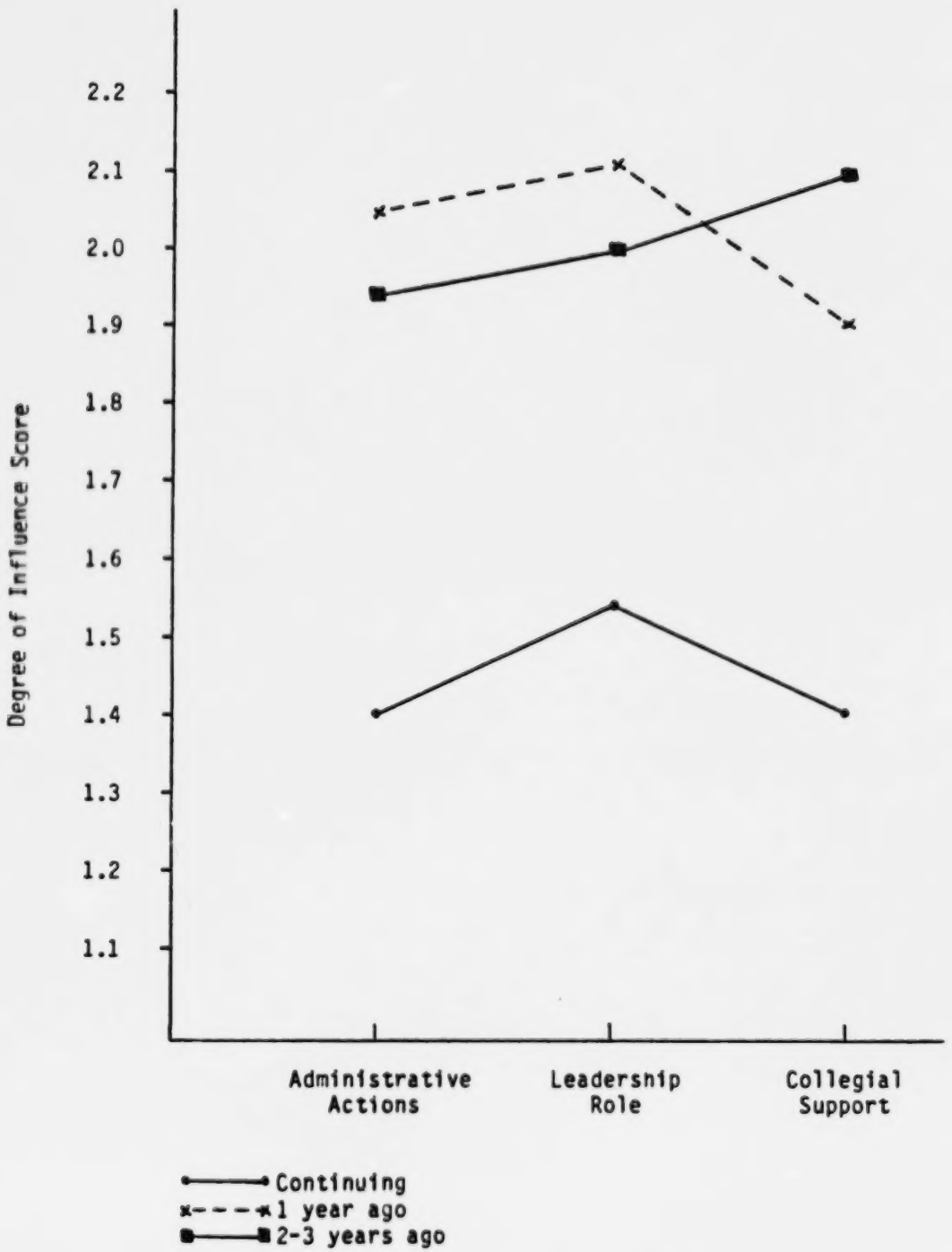

Figure 3. Each group's degree of influence scores for the three domains

GROUPS	YEARS AGO IN ORIGINAL GROUP	NUMBER IN GROUP	NUMBER WHO RETURNED QUESTIONNAIRE	SCHOOL LEVEL			SCHOOL ROLE	
				Elementary	Junior/ Middle	High	Principal	Vice Principal
A-1	3	9	7	7			7	
A-2	2	17	15	15			13	2
CONTINUING GROUP	2 or 3	26	22	22			20	2
B-3	1	14	11	6	4	1	10	1
B-4	1	9	8	7	1		7	1
ONE YEAR GROUP	1	23	19	13	5	1	17	2
C-5	3	9	6	6			6	
C-6	2	17	15	11	4		13	2
TWO OR THREE YEAR GROUP	2 or 3	26	21	17	4		19	2

Table 1. Return rates, number of years after initial participation, and demographics of PAL groups

Component:	(1) Agreement Rating					(2) Degree of Influence					
Group	n	$\bar{x}$	s.d.	F	Comparisons[1]	n	$\bar{x}$	s.d.	F	Comparisons[1]	r
(A) Continuing	22	10.32	2.51	1.81		22	1.41	.50	7.76*	A<B*	.68*
(B) 1 year ago	19	11.84	2.52			19	2.05	.62		A<C*	.64*
(C) 2-3 years ago	21	10.71	2.80			21	1.95	.59			.60*

[1]Scheffé post-hoc comparisons
*$p \leq .01$

Table 2. Respondents' agreement rating and degree of influence scores for the administrative actions domain

Component:	(1) Agreement Rating					(2) Degree of Influence					
Group	n	$\bar{x}$	s.d.	F	Comparisons[1]	n	$\bar{x}$	s.d.	F	Comparisons[1]	r
(A) Continuing	22	10.46	2.15	4.74*	A<B*	22	1.55	.60	5.17*	A<B*	.80*
(B) 1 year ago	19	13.21	1.99			19	2.11	.66		A<C**	.53*
(C) 2-3 years ago	21	11.86	3.97			21	2.00	.55			.53*

[1]Scheffe post-hoc comparisons

*$p \leq .01$

**$p \leq .05$

Table 3. Respondents' agreement rating and degree of influence scores for the leadership role domain

Component:	(1) Agreement Rating					(2) Degree of Influence					
Group	n	$\bar{x}$	s.d.	F	Comparisons[1]	n	$\bar{x}$	s.d.	F	Comparisons[1]	r
(A) Continuing	22	9.00	2.71	10.56*	A<B*	22	1.41	.50	5.87*	A<B**	.84*
(B) 1 year ago	19	11.95	3.33		A<C*	19	1.90	.74		A<C*	.53*
(C) 2-3 years ago	21	13.57	3.83			21	2.10	.77			.51*

[1]Scheffé post-hoc comparisons
*$p \leq .01$
**$p \leq .05$

Table 4. Respondents' agreement rating and degree of influence scores for the collegial support domain